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Event-based Learning: A Case Study on Language Support for WorldSkills Competitors

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Event-based Learning: A Case Study on Language Support for WorldSkills Competitors

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OPPORTUNITIES • ACTION • SUCCESS

良機 • 實幹 • 成功





Skills Olympics

1950

75

WorldSkills

6

45

2

Improving our world with the power of skills

Team Hong Kong

WorldSkills Oct 2017 (Abu Dhabi)

competitors

+ interpreters

+ subject specialists

Shortlisted Competitors

Students /graduates of

- Clothing Industry Training Authority (CITA)
- Construction Industry Council (CIC)
- Vocational Training Council (VTC)
- Local secondary schools

Staff of Electrical & Mechanical Services
Department (EMSD)



Curriculum Development

learning outcome

- social interactions
- short presentations
- handling the press

+ research

- official website
- you tube channel
- describing
- explaining
- complimenting

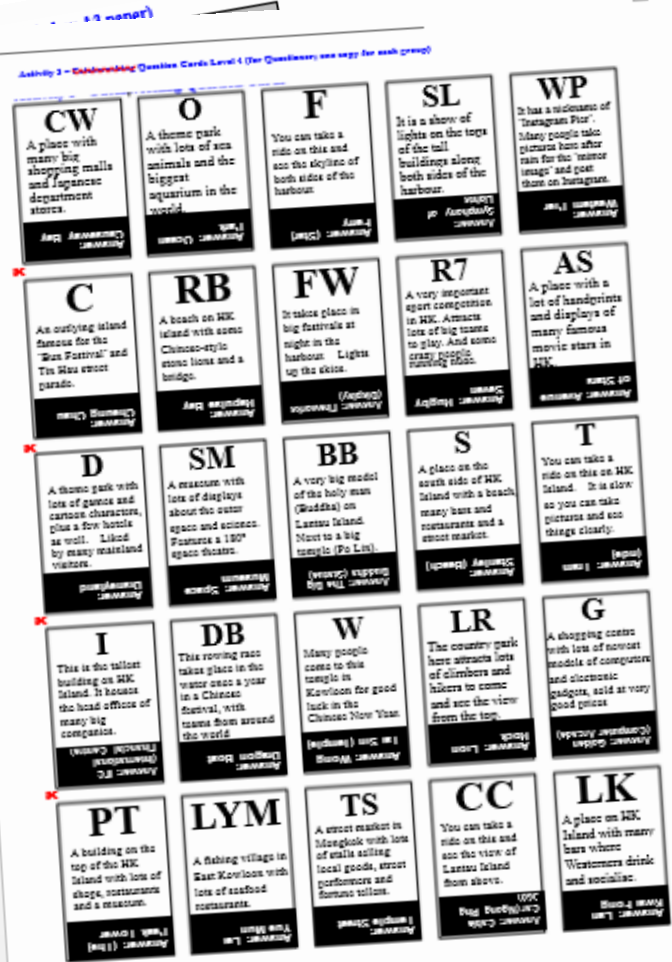
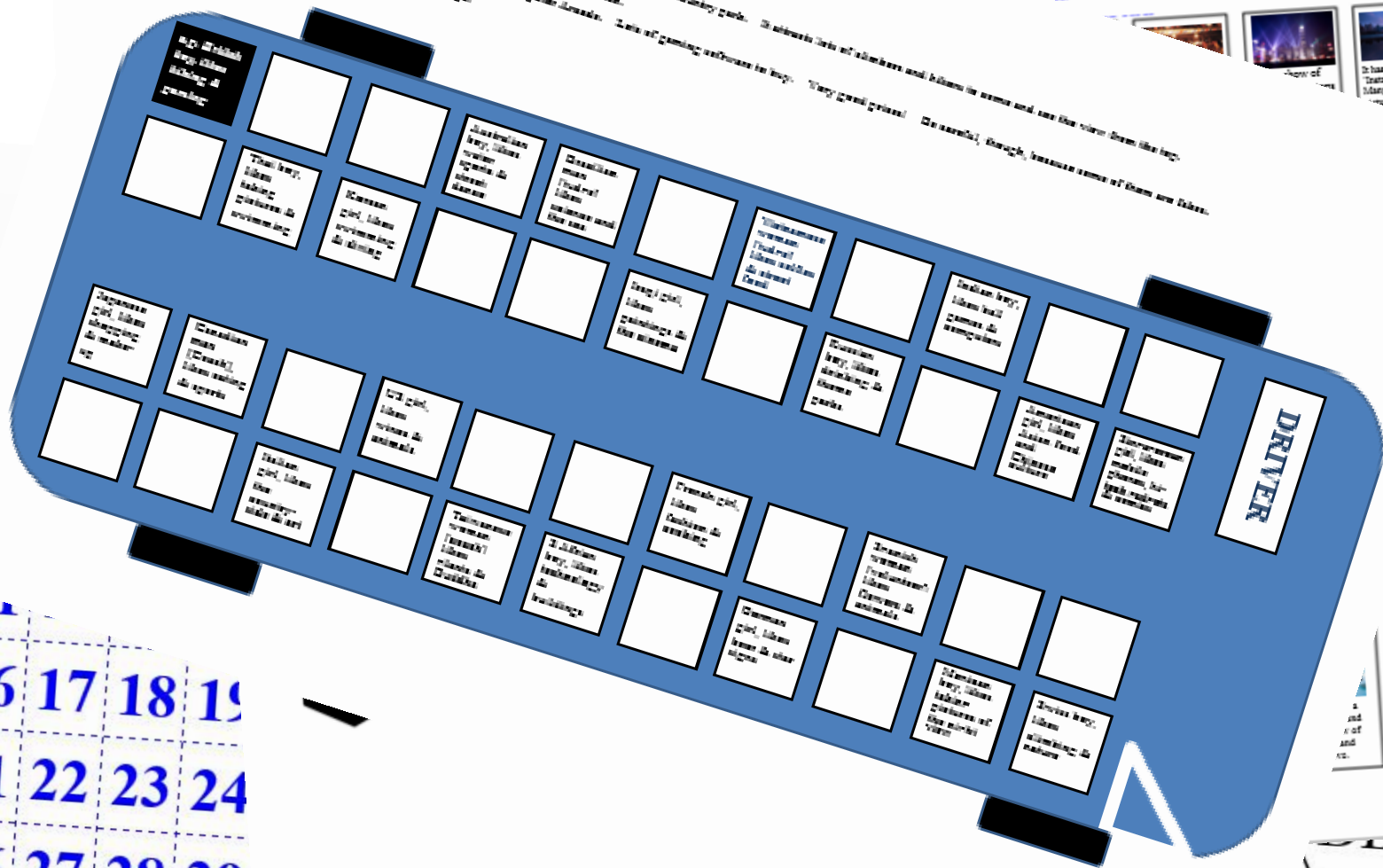
+ interviews

- former competitor
- coach
- interpreter
- visits
- flights
- souvenirs

The Language Support Programme

Jan – Aug 2017
21 hrs

Sample Activities



Sample Output (1)

- A **short introduction** of personal background to fellow competitors
- A **short introduction** about the competition to a media interviewer
- A **chat** with fellow competitors on a visit at a local technical school in Abu Dhabi
- A **short presentation** of competition works to adjudicator(s)
- A **transactional dialogue** with an immigration officer while checking in at the airport

Sample Output (2)

- A **conversation** about recommendations for a holiday in HK for selected personalities based on a card game e.g. competitor from Finland (aged 19) / computer engineer who likes gaming and hiking
- A **conversation** with a competitor about filling in immigration forms and health declarations on board
- A **chat** with new friends exchanging contacts (social media) and souvenirs (role play based on role cards)
- A **short speech of thanks** to an audience at prize presentation

How close is this to EBL?

- ✓ Higginbotham (2009): 'an extension of the task-based approach, with 'much of the task **preparation done in the classroom**' and 'some sort of main **event or performance open to the public**'
- ✓ Queensland Curriculum & Assessment Authority (2018): 'learning that takes place in response to **planned events** in **real-life contexts**'

How close is this to immersion?

- ✓ Predominantly English speakers in **competition**, most of the time (→L2)
- ? Prep class held in **local classroom** (w/ locals)
- ? Presence of interpreters (some occasions)
- ? Immersion usually concerned with curricular activities (dissemination of academic content)

A background image of a workshop or classroom. On the left, there is a red flag with a white flower emblem. Below it, a white table holds various tools and equipment. In the foreground, a grey metal frame with a yellow and black striped safety tape is visible. The right side of the image is a solid white background where the text is located.

Outcomes

87.5% 'Teaching and learning materials were helpful to my learning.'

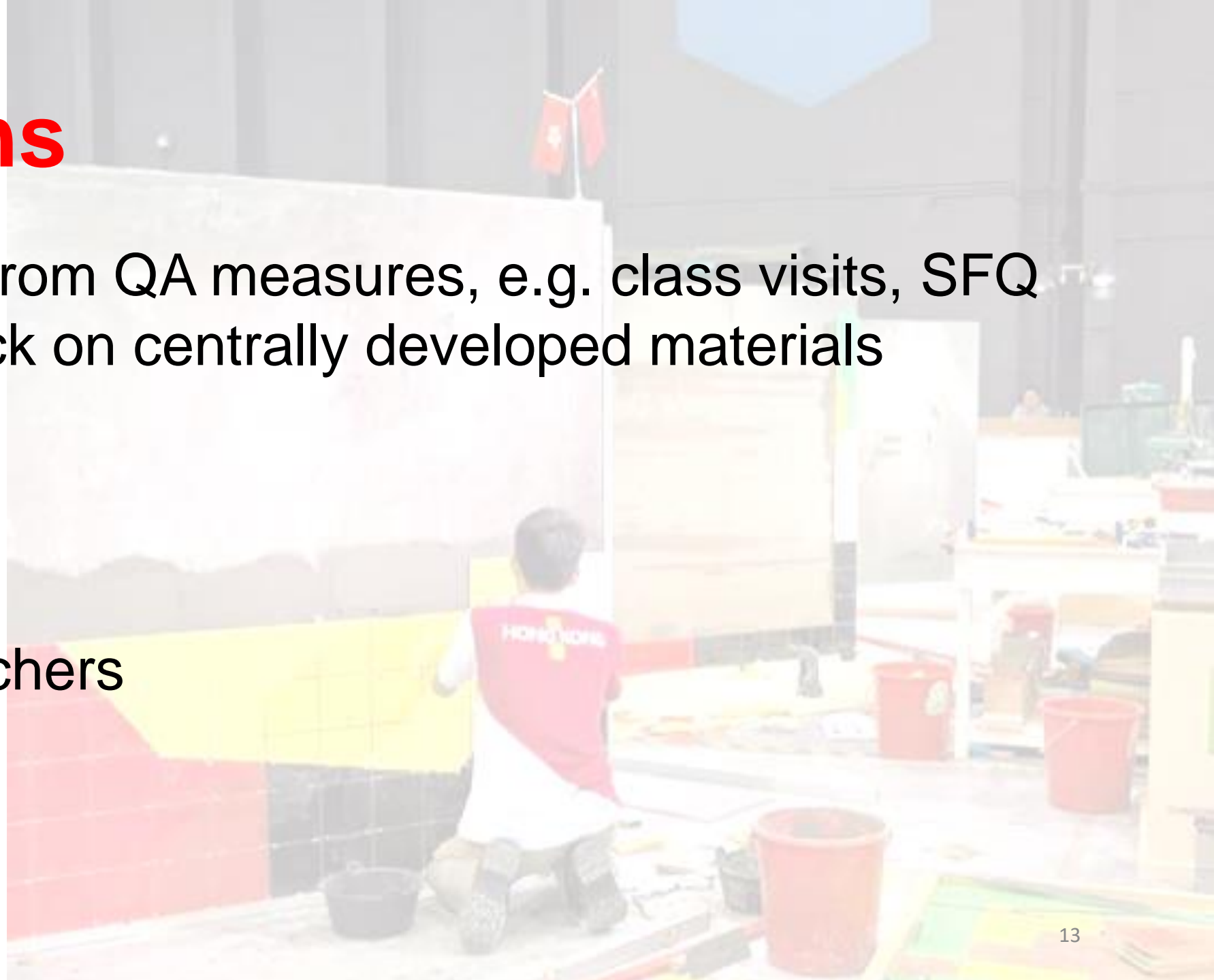
87.5% 'I was encouraged to ask questions and take part in class activities.'

81.2% 'Overall, I am satisfied with the teaching.'

Reflections

Data collected from QA measures, e.g. class visits, SFQ results, feedback on centrally developed materials

- Downsizing
- Simplifying
- Note for teachers



The Way Forward

- Language training for overseas exchange programmes
- Coaching for MCs for important functions, e.g. international conferences
- Coaching for student actors/actresses for shooting of MOOC videos
- Other possibilities e.g. mock job interviews, graduation project presentations / industrial attachment sharing sessions (attended by employers)

Q & A

Thank you!